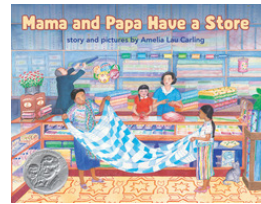


Unit 3: Connecting Places, Connecting People



WEEK 5 Day 2

Text Talk
Mama and Papa Have a Store
 Read 2 of 2

Big Idea	We understand our own identities by thinking about where we are and where we come from.
Weekly Question	How are community traditions passed down and shared?
Content Objective	I can analyze and describe a character by gathering key details from the text. (R.4.2, R.11.2.a, R.11.2.b)
Language Objective	I can recount key details from the text to answer questions. (SL.2.2.a)
SEL Objective	I can consider experiences from an immigrant’s point of view. (Social Awareness)
Vocabulary	<p>abacus: a tool used to add and subtract</p> <p>* arrange: to put in a certain order</p> <p>bundle: several objects wrapped up together</p> <p>cleaver: a very large knife</p> <p>craggy: rough, bumpy, jagged</p> <p>eager: excited, cannot wait, a little impatient</p> <p>fragrant: having a nice smell</p> <p>glide: to move smoothly</p> <p>pagoda: a religious temple with curved roof lines and many levels</p> <p>pelt: to hit hard many times</p> <p>rickety: old, shaky</p> <p>* textile: a woven fabric</p> <p>tofu: a kind of food, made from soybeans</p> <p>* weave (v): to lace together threads to create a fabric; (n): the pattern or</p>

	<p>construction of a fabric</p> <p>wok: a Chinese pan used for cooking; it is large, wide, and deep</p> <table border="1" data-bbox="446 310 1409 678"> <tr> <th data-bbox="446 310 1409 380">Words in Spanish (those not defined in the text)</th> </tr> <tr> <td data-bbox="446 380 1409 678"> <p>almacén: store</p> <p>doña: Mrs.</p> <p>centavos: cents</p> <p>la terraza: the flat roof of a building</p> <p>buenas tardes: good afternoon</p> <p>buenas noches: good night</p> </td> </tr> </table>	Words in Spanish (those not defined in the text)	<p>almacén: store</p> <p>doña: Mrs.</p> <p>centavos: cents</p> <p>la terraza: the flat roof of a building</p> <p>buenas tardes: good afternoon</p> <p>buenas noches: good night</p>
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<p>Materials and Preparation</p>	<ul style="list-style-type: none"> ● <i>Mama and Papa Have a Store</i>, Amelia Lau Carling ● length of string or yarn and pushpin ● Writing Response sheet, one copy for each pair of children ● pencils, one for each pair of children <p>Children will write with partners. Plan pairs strategically.</p> <ul style="list-style-type: none"> ● Learning About a Place: Guatemala chart, from Day 1 ● marker <p>On the whiteboard, write:</p> <p>How would you describe Amelia?</p> <p>What is it like for Amelia to be a member of an immigrant family?</p>		
<p>Opening 7 minutes</p>	<p>Reintroduce the text.</p> <p><i>Yesterday we read <i>Mama and Papa Have a Store</i>, by Amelia Lau Carling. Amelia Lau Carling grew up as part of a Chinese family living in Guatemala.</i></p> <p>On the world map, remind children of the location of Guatemala, and then pin China if not already done (from Unit 2). Point out the distance between the two places, connecting them with string or yarn.</p> <p>Read the author’s note at the beginning of the book, “Remembering Mama and Papa.”</p> <p><i>Amelia’s parents are immigrants from China who settled in Guatemala. What do we learn from this note about the author’s parents?</i></p> <p><i>We’ve read and talked a lot about immigrants, people who move to another country to live. One important question we are thinking about in this unit, “Connecting Places, Connecting People,” is this: What happens when people move from one place to another?</i></p>		

	<p>Set a purpose for reading.</p> <p><i>Yesterday, we pulled out details from the text about the setting of the store in Guatemala. We also talked about sharing traditions that are passed down. Today, we will use details in the text to better understand Amelia and her experience of being a member of an immigrant family. We're going to look at just specific parts of the book today.</i></p>
<p>Text and Discussion 16 minutes page 3</p>	<p>Read from the beginning of the story through page 3.</p> <p><i>Turn to a partner. What have we learned about Mama and Papa so far?</i></p> <p>Harvest ideas. Reinforce the use of key details.</p>
<p>pages 8-9</p>	<p>Continue reading through the end of page 9.</p> <p><i>Why do you think Elsita's parents have "imperfect" Spanish? [Spanish is not their first language]</i></p> <p><i>From details in the text so far, What is Amelia's experience so far?</i></p> <p><i>How is Elsita's experience similar to and different from Amelia's?</i></p> <p><i>Why do you think so?</i></p>
<p>page 11</p>	<p>Continue reading. Stop on page 11.</p> <p>Think, Pair, Share twice.</p> <p>Prompt 1:</p> <p><i>What is it like for Mama, Papa, and don Chema to have grown up in China and now live in Guatemala?</i></p> <p><i>Where do we find evidence for our ideas in the text and illustrations?</i></p> <p>Prompt 2:</p> <p><i>How might having a family that has grown up in China and moved to Guatemala affect Amelia?</i></p>
<p>page 15</p>	<p>Continue reading. On page 15, stop to gauge children's use of key details to learn about Amelia.</p> <p><i>What key details do we learn here about the food in Amelia's house? What do we learn about Amelia?</i></p> <p>Harvest a few responses.</p> <p>Think, Pair, Share.</p> <p><i>Why do you think Amelia says she doesn't pay much attention to the people and places so far away?</i></p>

<p>page 17</p>	<p><i>What does Amelia think about the famous Yellow Mountain in old China? What does this show us about Amelia?</i></p> <p>Reading ends on page 17.</p> <p>Use a picture walk of the rest of the book to elicit more ideas and to help children connect their thinking to words and illustrations.</p>
<p>Key Activity 16 minutes</p>	<p>Refer to the questions on the board. <i>With a partner, discuss these questions and write your ideas.</i></p> <p>Read the questions, then distribute Writing Response sheets, and send pairs to work, each set of partners sharing the pen on one sheet. Circulate to support inclusion of key details and to address any misconceptions.</p> <p>Bring the group back together to share a few responses.</p> <p>Take some time to add to the Learning About a Place: Guatemala chart.</p>
<p>Closing 1 minute</p>	<p><i>Today we used details from the text to understand the main character and what it is like for her to be part of an immigrant Chinese family living in Guatemala.</i></p>
<p>Standards</p>	<p>R.4.2 Ask and answer questions about who, what, when, where, how, and why.</p> <p>R.11.2.a Use illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>R.11.2.b Compare and contrast two or more versions of the same story presented in diverse forms</p> <p>SL.2.2.a Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>SEL. Social Awareness</p>
<p>Ongoing assessment</p>	<p>Listen in to children’s conversations.</p> <p>What key details do children find in the text to help them understand the character of Amelia?</p> <p>What key details do children find in the text to help them understand this immigrant experience?</p> <p>Review children’s written responses.</p> <p>Do children develop and support an idea with details from the text?</p> <p>Do they draw on discussion?</p> <p>Do they use unit vocabulary?</p>